

# THE 1976 INDEX TO CURRICULUM REVIEW

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## How to Use This Index

Book selection involves many considerations. School and library administrators must make complex choices by weighing the following factors: (a) the enormous array of materials on the current education market; (b) the restrictions of school budgets; and (c) the crucial elements in the specific learning milieu — student aptitudes, teacher training, cultural or ethnic background of the community, educational approach desired, related print materials available, and related media packages needed.

In order to make *Curriculum Review* a useful tool on a continuing basis, we provide this annual cross-referenced index of the more than 400 evaluations and articles contained in Volume 15. It offers a comprehensive synthesis of the most recent educational publications and a foundation for sound curriculum planning.

The coordination between the Subject Listing and the Consecutive Listing will make it possible for readers to focus on their individual teaching specialties or selection needs, and to locate pertinent reviews as quickly and easily as possible. For more specialized needs, there are additional separate listings — Textbooks, Cluster Reviews, Features and Articles. Finally, there is a Publishers Listing of all publishing companies whose materials have been reviewed in *CR* during 1976, along with complete address information. Detailed uses of the various parts of the index are described in each section.

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# Subject Listing

The Subject Listing contains all reviews, listed by topic, in Volume 15. Many evaluations may be cross-referenced under several topics; for example, a book on the lives of black women in American history would appear under History (U.S.), Ethnic Studies (Black), Social Studies (Women), and Biographies (Collections).

Under each subject, there are separate sublistings for elementary and secondary items, professional references, and minor topics. When the appropriate topic has been located, the reader should use these page numbers to refer to the

Consecutive Listing — there he will find the exact title, publisher, and grade range, to decide if he wants to look up the evaluation itself in his issues of Volume 15.

There is some overlap between the elementary and secondary categories in the Subject Listing, particularly in the 7-9 junior high titles, which appear in both the elementary and secondary sections. The same is true of subject matter overlap; however, superfluous cross-referencing has been eliminated in favor of judicious "See Also" references.

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# Consecutive Listing

The Consecutive Listing is composed of the table of contents from each issue of *Curriculum Review* in sequential page order. It includes title, publisher, and grade level information. Once the reader has used the Subject Listing to locate the page numbers of reviews that may interest him, he then refers to the Consecutive Listing to find the title information and decides which reviews he does in fact want to consult.

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This Consecutive Listing is also a good place in which to browse for interesting titles, and to gain an overview of the publishing trends reflected in *Curriculum Review* throughout the year.

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- 66 As It Happened: A History of the United States (McGraw-Hill) 9-12
- 67 Freedom's Frontiers (Benzinger Bruce & Glencoe) 9-12
- 68 Forms of Dissent: A Cluster Review
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The textbook refers to the comprehensive, basal book or series of books adopted by many schools to form the foundation for classroom instruction. In recent years the use of the standard text has been much maligned as an unimaginative, overstructured teaching approach. There has been a frantic rush to switch over to the newest in media packages.

However, it seems that the basal textbook program is still alive and well, particularly in school systems where funds must be budgeted carefully and where newness must be balanced

against workability. Moreover, with so many supplementary readers, worksheets, and audio-visuals now available in most basal programs, the textbook can be a truly creative teaching tool.

The text programs below are arranged by subject and alphabetized by title within each subject area. Single texts and text series predominate, but since the distinction is becoming increasingly blurred between text programs supplemented by media materials and media programs supplemented by print materials, many basal kit programs are also included.

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# Cluster Reviews and Supplements

The cluster review is a standard *Curriculum Review* method of evaluating supplementary texts: grouping together reviews of books on related topics. These clusters, while aimed at the interests of a specific grade range, include a variety of reading levels. The teacher may decide to use the entire group of supplements as the basis for a classroom unit, or may choose individual books for a particular project.

These clusters lend themselves readily to an individualized, interdisciplinary approach. They are well adapted for use in learning stations, where students choose and pace their own reading materials in a flexible manner. Moreover, since the teaching of critical reading skills is now incorporated in many subject areas, it is

especially important to provide students with a number of books on related topics which they can evaluate, compare, and criticize.

Regular use of such supplementary readings can make it easy for the teacher to:

1. adapt to individual differences;
2. cope with several different reading levels;
3. develop special student interests;
4. display a variety of points of view;
5. add a personalized dimension to the selection of learning materials.

We hope this review format will simplify book selection for special units and electives, and make supplementary texts an easy-to-use, everyday teaching tool.

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# Features and Articles

The feature sections that appear in *Curriculum Review* usually deal with subjects of increasing educational interest that cannot be easily incorporated into the standard areas of the school curriculum: language arts, mathematics, science, and social studies. They may be somewhat specialized subjects within a discipline that deserve particular emphasis, such as Metrics, Asian Studies, or the Bicentennial. Or they may be comprehensive subjects that cut across several disciplines, such as Career Education, Early Childhood, or Values Education. Very often they concern problems that are particularly vexing to our society, or they reflect educational trends that will become our "standard subjects" of the future.

A variety of articles have appeared in *CR* this year to supplement feature sections and regular reviews. In the Trends in Education column, we have surveyed major themes in educational literature and have analyzed their long-range ramifications. The purpose of these surveys is not only to present the latest professional readings but also to provide a critical view of the new directions in education.

Other articles and interviews by leading educators examine current interdisciplinary teaching topics, such as Media Studies or World Hunger, and suggest practical approaches for handling the resulting subject area mix. The ideas offered in these essays should also provide ways to focus the broad range of instructional materials reviewed in each section.

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Materials reviewed during 1976 in *Curriculum Review*, Volume 15, may be obtained from the complete list of publishers below. A partial list of

pertinent publishers is also included in each issue. Their addresses are provided for your convenience.

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